

Wallace Gregg Elementary

515 Francis Marion Road
Florence, South Carolina 29506

Grades	K-6 Elementary School	
Enrollment	330 Students	
Principal	Gloria Muldrow	843-664-8481
Superintendent	Larry L. Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	77	26	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Good	Good	Yes
2005	Average	Below Average	Yes
2006	Below Average	Unsatisfactory	No

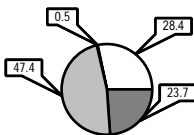
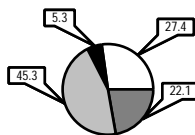
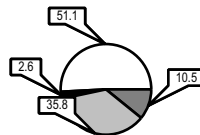
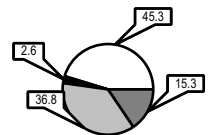
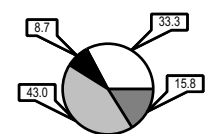
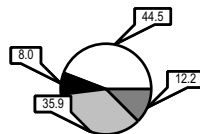
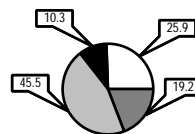
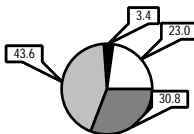
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	213	98.6	27.7	47.9	23.9	0.5	38.8	Yes	Yes
Gender									
Male	116	100.0	31.4	53.3	15.2	0.0	29.5	N/A	N/A
Female	97	96.9	22.9	41.0	34.9	1.2	50.6	N/A	N/A
Racial/Ethnic Group									
White	97	99.0	18.8	48.2	31.8	1.2	49.4	Yes	Yes
African American	109	98.2	37.5	47.9	14.6	0.0	27.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	163	98.8	17.4	52.8	29.2	0.7	47.9	N/A	N/A
Disabled	50	98.0	61.4	31.8	6.8	0.0	9.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	213	98.6	27.7	47.9	23.9	0.5	38.8	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	98.6	28.6	47.8	23.1	0.5	37.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	156	98.1	34.1	47.4	18.5	0.0	34.1	Yes	Yes
Full-pay meals	57	100.0	11.3	49.1	37.7	1.9	50.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	213	99.5	27.0	45.5	22.2	5.3	44.4	Yes	Yes
Gender									
Male	116	100.0	29.5	45.7	21.0	3.8	43.8	N/A	N/A
Female	97	99.0	23.8	45.2	23.8	7.1	45.2	N/A	N/A
Racial/Ethnic Group									
White	97	99.0	14.1	47.1	27.1	11.8	62.4	Yes	Yes
African American	109	100.0	40.2	45.4	14.4	0.0	25.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	163	100.0	17.2	49.0	26.9	6.9	53.1	N/A	N/A
Disabled	50	98.0	59.1	34.1	6.8	0.0	15.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	213	99.5	27.0	45.5	22.2	5.3	44.4	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	99.5	27.9	45.9	20.8	5.5	43.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	156	99.4	31.6	46.3	19.9	2.2	36.8	Yes	Yes
Full-pay meals	57	100.0	15.1	43.4	28.3	13.2	64.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	213	99.5	50.8	36.0	10.6	2.6	13.2
Gender							
Male	116	100.0	50.5	34.3	13.3	1.9	15.2
Female	97	99.0	51.2	38.1	7.1	3.6	10.7
Racial/Ethnic Group							
White	97	99.0	37.6	38.8	17.6	5.9	23.5
African American	109	100.0	64.9	33.0	2.1	0.0	2.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	163	100.0	42.1	42.8	11.7	3.4	15.2
Disabled	50	98.0	79.5	13.6	6.8	0.0	6.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	213	99.5	50.8	36.0	10.6	2.6	13.2
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	99.5	51.9	36.1	9.3	2.7	12.0
Socio-Economic Status							
Subsidized meals	156	99.4	58.8	35.3	5.1	0.7	5.9
Full-pay meals	57	100.0	30.2	37.7	24.5	7.5	32.1

Social Studies							
All Students	213	99.5	45.0	37.0	15.3	2.6	18.0
Gender							
Male	116	100.0	48.6	31.4	17.1	2.9	20.0
Female	97	99.0	40.5	44.0	13.1	2.4	15.5
Racial/Ethnic Group							
White	97	99.0	35.3	40.0	18.8	5.9	24.7
African American	109	100.0	55.7	33.0	11.3	0.0	11.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	163	100.0	35.2	42.8	18.6	3.4	22.1
Disabled	50	98.0	77.3	18.2	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	213	99.5	45.0	37.0	15.3	2.6	18.0
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	99.5	45.9	36.1	15.3	2.7	18.0
Socio-Economic Status							
Subsidized meals	156	99.4	50.7	35.3	13.2	0.7	14.0
Full-pay meals	57	100.0	30.2	41.5	20.8	7.5	28.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	39	97.4	13.9	30.6	50.0	5.6	55.6
	4	56	100.0	15.4	46.2	38.5	0.0	38.5
	5	59	100.0	25.5	43.6	30.9	0.0	30.9
	6	49	100.0	45.5	43.2	11.4	0.0	11.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	42	95.2	11.8	50.0	38.2	0.0	38.2
	4	46	100.0	35.7	52.4	11.9	0.0	11.9
	5	59	100.0	18.9	62.3	18.9	0.0	18.9
	6	66	98.5	39.0	30.5	28.8	1.7	30.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	39	97.4	16.7	61.1	16.7	5.6	22.2
	4	56	100.0	13.5	53.8	25.0	7.7	32.7
	5	59	100.0	29.1	41.8	23.6	5.5	29.1
	6	49	100.0	9.1	68.2	11.4	11.4	22.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	42	100.0	14.3	62.9	22.9	0.0	22.9
	4	46	100.0	28.6	33.3	31.0	7.1	38.1
	5	59	100.0	26.4	58.5	15.1	0.0	15.1
	6	66	98.5	33.9	32.2	22.0	11.9	33.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	39	97.4	44.4	50.0	5.6	0.0	5.6
	4	56	100.0	34.6	48.1	13.5	3.8	17.3
	5	59	100.0	43.6	32.7	12.7	10.9	23.6
	6	49	100.0	65.9	29.5	4.5	0.0	4.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	42	100.0	45.7	40.0	11.4	2.9	14.3
	4	46	100.0	52.4	33.3	11.9	2.4	14.3
	5	59	100.0	49.1	41.5	9.4	0.0	9.4
	6	66	98.5	54.2	30.5	10.2	5.1	15.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	39	97.4	36.1	55.6	8.3	0.0	8.3
	4	56	100.0	23.1	65.4	9.6	1.9	11.5
	5	59	100.0	47.3	38.2	12.7	1.8	14.5
	6	49	100.0	65.9	29.5	4.5	0.0	4.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	42	100.0	25.7	40.0	31.4	2.9	34.3
	4	46	100.0	45.2	47.6	7.1	0.0	7.1
	5	59	100.0	56.6	28.3	11.3	3.8	15.1
	6	66	98.5	45.8	35.6	15.3	3.4	18.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 330)				
First graders who attended full-day kindergarten	100.0%	Up from 93.3%	100.0%	100.0%
Retention rate	3.5%	Down from 5.3%	3.8%	2.8%
Attendance rate	96.2%	Up from 96.0%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.9%	0.0%	0.0%
Eligible for gifted and talented	5.5%	Down from 6.5%	8.6%	10.4%
On academic plans	37.3%	N/AV	40.1%	33.6%
On academic probation	0.0%	N/AV	0.7%	1.0%
With disabilities other than speech	16.0%	Up from 14.2%	8.5%	7.5%
Older than usual for grade	3.0%	Down from 4.6%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 26)				
Teachers with advanced degrees	53.8%	Down from 60.7%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	12.7%	N/A	0.5%	2.4%
Teachers with emergency or provisional certificates	4.8%	Down from 8.3%	0.0%	0.0%
Teachers returning from previous year	85.2%	Down from 88.8%	87.2%	87.3%
Teacher attendance rate	95.7%	Down from 96.1%	95.1%	94.9%
Average teacher salary	\$42,269	Down 0.9%	\$42,257	\$42,485
Prof. development days/teacher	15.5 days	Up from 9.5 days	12.6 days	13.3 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 17.1 to 1	18.0 to 1	18.6 to 1
Prime instructional time	89.9%	Down from 90.6%	89.7%	89.7%
Dollars spent per pupil*	\$7,479	Down 5.4%	\$6,631	\$6,557
Percent of expenditures for teacher salaries*	64.5%	Down from 66.0%	63.9%	64.0%
Percent of expenditures for instruction*	68.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.8%	Up from 30.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Wallace Gregg realizes the importance of creating and maintaining a school environment conducive to teaching and learning that reflects the values of the school and the community. The teachers and staff are dedicated to making sure that our students receive the very best education possible by creating a learning environment that envelopes student's academic, social, physical, and emotional needs. We pride ourselves in providing opportunities for student to be not only academically successful, but to also enjoy school life. Wallace Gregg continues to be a school that utilizes character to create an exceptional school setting. Our success in achieving this goal has resulted in the following accomplishments:

State Department of Education Red Carpet Recognition
 General Electric Grant
 International Reading Association Grants
 Pee Dee Federal Credit Union Teacher Grants
 Delta Kappa Gamma Teacher Grants
 Model Classroom Certification for classroom teachers
 The majority of teachers hold advance degrees. Those who do not are presently completing graduate classes to receive advance degrees.
 Implementation of math and writing enrichment classes
 Continuation of the Literacy Lab for our first grade students
 Fourth and fifth grade Duke TIP winners
 Reading is Fundamental, Terrific Kids Program, and monthly student recognition programs
 Extracurricular activities (i.e. Safety Patrol, School Yearbook, Art and Music Club) and the Annual Science Fair
 Service Learning Projects (i.e. Yes We Can, Donations for Katrina Victims, Toy Drive, Jump Rope for Heart, and Pennies for Patients)

Wallace Gregg is nationally accredited by the Commission of Trans-Regional Accreditation. Our school has an active Association of Parents and Teachers (APT) and School Improvement Council that provide supplies and materials for our students. A safe and caring environment is also provided for our students.

Wallace Gregg's faculty and staff will continue to be committed to making this a school of excellence with a focus on education that is standards driven and meets the needs of all the students we serve.

Gloria Muldrow, Principal
 Amy Driggers, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	53	42
Percent satisfied with learning environment	64.3%	78.8%	87.8%
Percent satisfied with social and physical environment	92.9%	84.3%	90.2%
Percent satisfied with school-home relations	57.1%	83.0%	81.0%

*Only students at the highest elementary school grade level at this school and their parents were included.